

Much water has run under the bridge since
some eight years since Mr. A. Ederson
started us out of self complacency with his
"Across the Bridges". He was well pleased at
the time with the results of our educational
efforts; nothing could be more intelligent;
more alert; brighter than the V.I.⁵ Standard boy
prepared to leave school state up his lip work.
Conclusions were impetuous; we knew no other
climb of involving blind alleys, present success
& then, unemployment; with the steady
depreciation in character which attends it.
What is to be done? The question of after
conditions is being taken up by authorities.
We have the promise of continuation schools,
which even when a boy is out of work
will help him to the Chinese art of ^{saving} preserving
his "face". But Mr. Paterson thinks
that the schools are not without blame for
the rapidly with which their best boys
run to seed. It does not quote the example
of the boy who gets work; earns fair wages,
conducts himself respectfully & goes to college.

- the sort of boy to whom Mr. Relf Rindge introduces us, & who is somewhat less than he might be, so crude in his notions so & moral in his principles, so poor in his interests, so meagre if not coarse in his choice of pleasures, & without such a good fellow at bottom. He might have been taught in school to utilize his powers, to come into the enjoyment of the fine mind that is in him, but in schools (P. 48 & 49 - discipline)

What does his curriculum do for the boy? Let us again hear Mr. Pateron (42-44 City Clerk).

The very faults of his qualities nullify the work of the teacher. He does wonders, his failing is that he does too much. (P. 46, 47, 48)

The author of *Across the Rindges* puts our duty before us with much force - (170)

And again, he taxes us with the pith of our school work. (172)

There is a depressing prospect of previous work in the future; we all applaud Mr. Fisher's bill, are convinced that every boy & girl should be receiving education until

the sixteenth, possibly the eighteenth
 year of life has been passed. A wave of
 generous feeling has passed over the
 nation and employers are willing to support
 the law and front eight hours ~~a week~~
 out of every wage-earning week to be devoted
 to this further education; that is, one-sixth
 of the time for which any pay wage is made
 over as a free gift in the interests of education.

It is said that the increased output of
 the remaining forty hours will pay the masters
 for their act of generosity & that they will
 be the gainers in the end; and if the
 eight hours be spent in making the
 young people more reliable, intelligent
 & responsible persons, no doubt the
 masters will reap the reward due to their
 generosity.

But there are rocks ahead. The only way of
 taking full advantage of this provision is to make
 this an eight hours universal course. Now, as the

Pateron happily remarks, the universities do not undertake to prepare barristers, parsons, stock-brokers, bankers, or even soldiers & sailors with the specialised knowledge proper to each profession. Their ^(unspoken) contention is, give a well-educated man, with a cultivated imagination, trained judgment, wide interests, & he is ~~supposed~~ prepared to master the intricacies of any profession while he knows at the same time how to make use of himself, of all the powers with which nature & education have endowed him, for his own happiness, the delightful employment of his leisure, for the increased happiness of his neighbours, & the well-being of the community. That such a man is able not only to earn his living but to live, as a good citizen & a free & vigorous individual.

The universities fulfil this claim; the various professions abound with men who ^{are} ~~are~~ ornaments to their professions.

& who fix up leisure & means to serve
 their fellow-citizens as magistrates, ^{members of} church
 wardens, committees, ~~men~~, special constables,
 (when needed) &, until lately, Members of
 Parliament: holding service as an honour
 & as proud as was ? to write T. P.
 after their names. The enormous
 amount of voluntary service rendered in
 such ways throughout the ^{empire} ~~country~~ fully
 justifies the Universities in their
 reading of their peculiar prerogatives
 imposed on them. But not only so,
 generous, disinterested work can never
 be paid for, some great Statesmen, Churchmen,
 soldiers & civil servants have done their
 duties over & above the 'bond'.

To secure this same splendidly devoted
 voluntary service from all classes is the
 task set before us as a nation; & less so
 now easy because we have all seen
 it fulfilled in the War, when every man
 was a hero. Now is it not the part that

The Army proved itself an unequalled university for our men. Offering them increased knowledge, broad ~~and~~ views, lofty aims, sturdy and discipline, along with the finest physical culture? So much so, that instead of going on from where the war left off, we have to be on the watch against retrograde movements, physical, moral, intellectual; the downward grade is at hand & we all know how easy! We cannot afford another grade down in the education of our people, but we must in some way supply the "University element," & Mr. Fisher's plan - and points out the way.

The young people are for four years, (a proper academic period) to the moral influences which should make for sweetness & light. But we must keep to the academic ideal; all preparation for specialized industries should be ~~later~~. Special teaching towards engineering cotton spinning & the rest is quite unnecessary. For every manufacturer knows that, give him a "likey lad" he will soon be turned into a good workman in the works themselves.

The efforts of technical schools & the like are not
 greatly prized by the heads of firms so far as
 the technical knowledge they afford goes; if
 boys are employed from them, it is for
 the off chance that they may turn out
 intelligent & apt, rather than for what they
 know beforehand of the business. There is
 no more reason for treating the Copenhagen
 School as the People's University, & absolutely
 eschewing all money-making art &
 crafts. Denmark & Scandinavia have
 tried this generous policy of educating
 young people, not according to the requirements
 of their trade but according to their natural
 capacity to know & their natural desire
 for knowledge; that desire to know history,
 poetry, science, art, which is the natural
 heritage of every man; & the success of
 the experiment is there now many years
 old; is an object-lesson for the rest
 of the world.

Germany has pursued a different

ideal. Her efforts, too, have been great, inspired by the ideal of utility, & if we could remember the lessons, the war showed us how futile is an education which affords no moral or intellectual uplift, no motive higher than the learner's own advantage. Germany became morally bankrupt (for a season let us hope), not solely because of the war, but as the result of an education which ignored the things of the spirit; or gave them a nominal place & poor rendering in a utilitarian syllabus.

Let us hear that educational apostle of the north, Grundtvig, the "Father of the People's High Schools": - "There there is most life. Her to the nation; and to establish an area of life so to speak, he laboured to secure a Danish high school, accessible to young people all over the land, which should inspire 'admiration for what is great; love for what is beautiful, faith and affection, peace, unity, innocent cheerfulness, pleasure in work.' There is no word of

Efficiency in this poet's dreams, & his aims are rather those of a University than of an ordinary school. He ~~is~~ ^{is} ~~is~~ ^{is} encouraged to face the fact - boldly that - it is a People's University we should aim at; a University without its thousands of colleges up & down the land, each of them, 'The Continuation School' (the name is not inviting). In some one neighborhood.

But it will be argued, the highest matter of a Univ. Ed. is conveyed ^{in the modern part} through dead languages, Latin & Greek; and our contention is, that knowing something the literature preserved in these languages, we cannot honestly allow our English literature to take a second place to any other; that therefore, whatever Sophocles, Thucydides, Virgil, have it in them to do towards our higher education, may be expected more readily by Milton, Milton, Shakespeare, Bacon - a multitude of great thinkers who are therefore great writers. Learning conveyed in our common speech is easier of course than that secreted in a dead language; & this

Each will help us to deal with the magnitude of the period allowed. With absolute attention we can do a great deal with 400 hrs a year, 1600 hours in our 'popular' four years' course, but only if we go to work with the certainty - that the young students crave knowledge of this kind, that they read with absolute attention, & that, having read, they know & will welcome the preparation for public speaking which the act of narration offers.

The alternative is, some such Concentration Schemes as ~~was~~ ^{have} indicated in Robinson's 'Cursor' - a year's work, Soap, its manufacture, ingredients, the way made, Soap transport, the uses of soap, how to make out a 'soap' invoice, the sorts of soap - & so on - all infinitesimally. Each process in the iron, cotton, woolen, nails, pump, engine, button - each process in each of our thousand & one manufactures will offer its own ingenious Concentration Scheme. The advocates of utilitarian education will be satisfied, the young students will be kept busy & to some extent, will use their wits all the time, with it behooves us to

Some time

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A century ago, when a movement in favor
of adolescent education agitated Europe, ~~we~~
~~in~~ devastated by the Napoleonic wars, we
English took our part; the current early
divided into the Classics, the spiritual
& the material, the useful & the educational,
& England, already great in manufactures,
went with the first, followed by Germany,
France, Switzerland, while the Kantian
group of countries leaned to the lips of that
"father" of the schools that - Spirit is might;
spirit reveals itself in spirit; spirit works
only in freedom? We see the apothecary
of the utilitarian spirit education in the Munich
schools on the one hand, & in the method of the
Germans among on the other, - that we are
slow to learn the lesson because we have
set up the little tyrant of efficiency in that
niche within our private pantheon which should
be occupied by personality; we bumble ourselves
about the use of the young person to society;
as for his own uses, what he should be or
+ for himself, why, what matter? Because, said
we, if we put him to earn his living, we put him

to be of service to the world. Sublet-better
 can we do for him personally? he
 says that it is written "Man shall not live
 by bread alone, but by every word that
 proceedeth out of the mouth of God shall
 man live; whether it be spoken in the way
 of religious truths of religion, poems, pictures,
 scientific discovery or literary expression;
 By these things men live & all such
 is the life of the spirit. The spiritual
 life requires the food of ideas ~~for~~
 its daily bread; and, given that matter

we shall find that, as a well known
 Swedish professor remarked, incommensurately
 on the excellence of Swedish butter—
 that,—"just as the enrichment of the soil ~~is~~
 gives the best conditions for the seeds sown
 in it; so a well provided humanistic
 training provides the surest basis for
 business capacity, and the best of
 in the case of the coming farmer."*

* See Antennae School, edited by Prof. M. G. Sadler
 published by Macmillan, 1908

But we have a prospect of success; let me
close this part of my subject by quoting Mr. Fisher's
words of wisdom:— (Cont. Lks. p. 2)

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reach that standard, in Latin (if not in French also) & in Mathematics.

If we can succeed in establishing a standard which every boy & girl of a given age should reach in a given range of subjects we shall give a fair chance to the average boy & girl who is brilliant & especially industrious young people will go ahead: also, we shall not have the anomaly of a boy who has had no social advantages being far ahead of the boy who has had every such advantage, except in the two or three subjects in which the latter has specialized.

We labour under the mistake of supposing that there is no natural law or inherent principle according to which a child's course of studies should be regulated. As we teach him those things which, according to looks, it is becoming for a gentleman to know. On the one hand, & on the other the arts of reading, writing & reckoning. And in many instances, the illiterate classes. In both cases, the education or offer is utilitarian, an indirect preparation for

the professions, or for a craftsman's calling, with efforts in the latter case to make a boy's education bear directly on his work.

But what if, in the very nature of things, we find a complete curriculum suggested? "The business man has lost his little deeds," said Voltaire, "and mankind has been going about ever since to recover them; but Education is still at sea." Voltaire's epigram holds good. We have not found our little deeds, & the children are a prey to any workman's claimant who chooses to annex them. This peculiar province. As has been said the highest aim we have is to educate them for their uses to society, while every pedagogue is free to go as he pleases. There is no little deed with which to confront him. The suffering man, though a fool, should be able to answer the teacher who would educate his children on graceful movement, or even on Shakespeare's plays and nothing else. Education, too, falls under

Re economic ~~land~~ supply & demands.
only the demand should come from the
child demand from teachers & parents.

But how are their demands to become
articulate? This is a point that requires
close study because the answer depends
on a survey of the composites which we
sum up as "human nature," a whole
whose possibilities are infinite & infinitely
various, not ^{one} in a few, but in
of a distinguished family, but in every
child of the streets.

(99)
A small boy living in Japan seemed to
"I wish if I was, Mother, learning all these things!"
Everything seems to fit into something else!
The boy had not found out the whole secret -
Everything fitted into something within himself
+ he found that "Studies are for delight!"

Dear Friends & Fellow-workers

^{allow me}
 Many I send you my cordial
 greetings & good wishes for the success
 of your Conference?

We have just lately had the great pleasure
 & privilege of a visit from your ^{son} ~~son~~ Mr.
 Lonsdale & surprised him with a
 list of fifty Gloucestershire schools
 doing ^{such} ~~extra~~ work! The students have kept
 the 'Glos. jubilee' by planting a young oak
 whose growth we shall mark, so you will
 perceive that we know something of your
 & your work & that our interest in your
 Conference is ~~very~~ cordial & hopeful.

A passage from a letter received
 this morning from a gentleman who was
 present at our "Whitby gathering" - now on
~~Board Inspector~~ the staff of the Director of Education
 for Durham Co, but until lately Head Master
 of a large boys' school working the Bell programme.

Suggests two or three things that I wish
to say to you: - (letters)

We all do to feel it a privilege to
co-operate in widening the horizons of the
worker's child, we have read ^{the late} stories of some
young princes brought up as a plebeian, &
at last emerging into all the glory &
delight of his proper position: ~~substitute~~
^{that is} suggests that we are labouring to do for the
children; in widening their horizons, &
we are giving them wide scope for possessing
more satisfying success leading them
valleys of gold. The various letters reports
that have received from Glas. too show
that you have all caught the note of wonder
as to the powers & achievements of a child,
any child, for you frequently emphasize
the surprises backward children afford.
Many great ^{efforts etc.} constructions are going
on today, but I think none is more
important than this, of bringing a child
into his inheritance. It is written that by

being meek, shall inherit the earth,
 & already you have secured that "his
 are the mountains & the valleys his
 & the resplendent rivers;" But Shakespeare
 & Scott, his country's great history, the
 marvels of life & its story, that great picture
 & perhaps great music, are part of his
 inheritance. Most of your schools
 are under Government inspection so there
 is opportunity of seeing how your children
 progress in the chief of all knowledge,
 the knowledge of God, but no doubt
 your children grow in this knowledge,
 which is so natural to them.
 I wonder are any persons so blessed in
 their work as we who are concerned with
 the education of children there are
 we have found out the love of knowledge
 they desire & how to give it to them.
 Then, I find the delightful "cooperation" with
 hundreds, thousands, of teachers who are
 engaged in this pure pursuit of knowledge

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In this childress, knowing that - nothing
we can do for the community - is of great
value as this of turning up the childress to
"Think clear, feel deep, hear just well."

My friend writes too of the significance
of the mother's child ^{perhaps} & the peer's child
sitting side by side at Vintny, in no
advised attempt at equality, but
with "a common background of
intellectual experience gained from the
same books".

I think we should keep this point
before us, as nothing should do ~~so much~~ ^{more}
to make a united nation, ~~than~~ ^{as} ~~provides~~
arrogance on the one hand & bitterness
on the other, as this common intellectual
experience" ~~gives~~ a deep joy to all who
have shared in it.

This I suppose better comments
also on "the lack &c."
You know all about that? your children too
are free from self-consciousness & are very
ready at narration. I speak with confidence

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for the cause of education.

May our flos: friends grow & prosper
in a course every step of which
marks definite progress along a road
where there is no monotony, no weariness
for every step new delights await to themselves
as we go: where there is good fellowship
on the way, for many of us travel together,
& where we have always the hope of
conspiring immediate benefits on our
country.